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regard as a matter of minor importance, for through the aid of the dictionary the meaning of such terms is easily ascertained. However, a student who has a reading knowledge of the language is able to appreciate the terms at once and without the necessity of special study.

It is hardly necessary to suggest that, if one is to devote himself to the scholarly side of the law, he should be classically trained, and that his knowledge of Latin and Greek should be supplemented by at least a reading knowledge of French and German. The field of the jurist is a broad one, and the ease and thoroughness of his investigations depend very largely upon his ability to reach and master the sources of information through the texts of the originals.

The case that we seek to establish would not be complete without the suggestion that the *culture* value of humanistic study should not be overlooked in the consideration of what should be the training of the prospective lawyer. We are too apt to forget, in these intensely practical times, that the professional man should be first of all the well-educated gentleman. The lawyer should be more than a lawyer, the physician more than a physician, the engineer more than an engineer. Each should have an educational basis that fits him for something outside of, and beyond, his profession. I would not for a moment claim that a man cannot be well educated without a knowledge of the ancient classics, for such is not the fact, but that humanistic study stimulates the mind to seek what is best in literature and art, and furnishes a source of culture and entertainment that broadens the man, and enables him to have an appreciative sense of the value of things outside of the narrow limits of his specialty, cannot admit of doubt.

IV. DISCUSSION OF THE FIRST THREE PAPERS

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Justinian has well said that the whole doctrine of the law may be reduced to three general principles: To live honestly, to hurt nobody, and to render to everyone his just due. It becomes, then, the duty of the lawyer either, as

an advocate, to endeavor to persuade those who administer the law to have those things done which should be done, or, as a judge, or acting in a judicial capacity, to compel the doing of the right. This in itself seems a very simple matter, and the ordinary layman can see no particular reason why a formula should not be made to fit every case, and justice measured out by the yard, according to the size of the garment desired. But, holding the view that "law is the perfection of reason, that it always intends to conform thereto, and that that which is not reason is not law," we see at once how necessary it is that one who enters upon the practice of law should have the most careful preparation for his work; his task requires the delicate application and careful use of the highest faculties with which mortal man has been endowed. Where and how can these faculties be best developed?

The time has gone by when the student chooses a classical course simply because its degree is supposed to be the earmark of a completed education. With the increased development in the sciences and the so-called practical studies, a greater breadth of opportunity for choice of studies is afforded to the student; and we come back to the fundamental query: What is an education? Whatever the process, we shall agree that the trained or educated man is he who has gained the power to concentrate his thoughts, to reason correctly, and impartially to diagnose situations as they present themselves.

Trite enough is the proverb that there is no royal road to learning; but it is not inappropriate to remember that the road without obstructions is not well adapted to develop the resourcefulness of the traveler. The very fact that Latin, Greek, algebra, and the calculus are hard studies is a weighty reason why they should be pursued. It is the severe studies which, by steady grinding, bring out from the rough stone the diamond. I have no more patience with the man who decries this work in ancient languages because it is not practical, than I have with the professor who stated to his class that mathematics were in his mind a mere chaos, a stream through which he had waded, and which was as unreal to him as the stream which disappears in a western desert.

There is undoubtedly a practical use of Latin for the lawyer, as there is a practical use of Greek for the doctor or clergyman; but above all else in importance is the peculiar quality of the training afforded by Latin and Greek, which develops the mind for the analysis of the intricate questions presented in the practice of the law. The modern law school has come to stay. It is becoming each year more thorough, and is recognized as indispensable to the proper preparation for practice at the bar; but equally important should be the educational foundation preparatory to matriculation therein.

I was impressed with the idea, advanced by one of the speakers a year ago, that Latin and Greek are almost always taught by trained teachers. The

German and French course, when properly presented, is most valuable, but the average of teaching in the modern languages is not so high as in the ancient, and the spoken language is much more easily acquired. The competent clerk or waiter in France and Germany, on account of his environment, must write or speak English; but this does not mean scholarship. You stand amazed at the fluency with which a young miss with an English accent explains to you the Palais de Justice at Brussels, and find that she learned our language by visiting a sister in London for two or three months. The man who succeeds in life is he who has gained the command of his own mental processes through close, hard work, such as is inseparable from the study of Latin, Greek, and mathematics.

The question when and how far Latin and Greek should be studied may be left for determination to the educational expert, but I wish to enter my protest against the apparent ease with which other studies at the present time can be substituted. The substituting of superficial polish for deep culture—the substituting of a kind of Chautauqua or lyceum course of lectures for the rigid training of classics, mathematics, and philosophy—is to my mind the imminent peril which presents itself in the present type of college and university curriculum, and surely for no profession is sound and thorough preliminary study more needed than for the law.

Our courts require and demand a clear statement on the part of the counselors who appear before them. A certain rhetorical manner may influence a jury; but back of all is the law, and it is the law as recognized and applied by the keenest minds that must ultimately win. In these days of commercialism and Alladin-like fortunes, of trusts and combinations, let us not forget that it is upon those who prepare laws, who enact laws, who execute the law, who decide the law, that the weal or woe of the nation depends. Whatever makes the interpreters of law intellectually honest, whatever makes them true thinkers and close analysts, is not only for their betterment, but for the betterment of society as a whole. I believe that the humanistic studies will best help prepare the lawyer for his part in life, and I know no greater responsibility than that which rests upon the teachers in our intermediate schools—those who guide, direct, and control the mind of the student in its formative period, who should see to it that the studies of the young student are rightly chosen.

In conclusion, let me say this, that the successful lawyer is he who has not only the body, but the soul, of his profession; as he has been well and truly educated, so will he carefully, conscientiously, and faithfully guide those interests which are either put in his charge, or are presented to him for consideration. In legal training, therefore, let us hold fast to this rigid preliminary classical study; and the results, the greatest and best, will be shown in those who are not the evanescent leaders of the populace, but the true leaders of the people and the bar.